

Communication and Language: Speaking

	Development Matters	Look, Listen and Note	Effective Practice	Planning and Resourcing
22-36 months	<ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating. • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts 	<p>The words children use to describe their experience of festivals and celebrations, for example:</p> <p>Children are preparing for Christmas and talking about what they are doing at home and at school</p> <p>Children in the setting have been celebrating Eid and are talking about what they did</p> <p>The role play area has Christmas resources and the children are talking: "Santa will come soon. He'll bring you presents if you are good."</p> <p>After Christmas, children talk about what Santa brought them</p> <p>The setting has recently put on a Christmas concert and the children talk about their role and how they felt when they saw their parents and grandparents in the audience</p> <p>A child has recently celebrated a birthday and talks about their presents and party</p>	<p>Consider the religious and other traditions you include, to ensure they are relevant to the children in your setting</p>	<p>Gather pictures and artefacts linked to the festivals relevant to your setting to support conversation and role play</p> <p>Provide opportunities for children to talk of their experiences and feelings about celebrations</p>

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30-50 months	<ul style="list-style-type: none"> • Builds up vocabulary that reflects the breadth of their experiences • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Use talk to connect ideas, explain what is happening and anticipate what might happen next • Use talk, actions and objects to recall and relive past experiences 	<p>The vocabulary of Religious Education</p> <p>How children begin to use words such as special time, special place, special things</p> <p>How they respond to other children describing their experiences</p> <p>The words they use to describe their experiences</p> <p>How children begin to use words to talk about their experiences of special times, places and objects, for example:</p> <p>The words they use in talking about religious artefacts and stories</p> <p>The links they begin to make between different stories and with their own experiences</p>	<p>Provide opportunities for children to listen to others and to learn from what they say</p> <p>Support children to elaborate on what they say by asking careful questions</p> <p>Introduce the vocabulary of special times/places when you are talking to children</p> <p>Support children to make links between different religious stories and between their experiences and those of others</p>	<p>Display photos of festivals and artefacts within provision areas to stimulate talk and language</p> <p>Explore photos and artefacts during group time; include adult modelling of language and vocabulary</p> <p>Use group/circle time to explore objects and artefacts, as well as questions/answers that the children may have identified; use these opportunities to model new RE vocabulary</p>

	Development Matters	Look, Listen and Note	Effective Practice	Planning and Resourcing
<p>40-60+ months</p> <p>Early Learning Goals</p>	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meanings and sounds of new words • Introduces a storyline or narrative into their play • Uses language to imagine and recreate roles and experiences in play situations • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events 	<p>Introduce specific vocabulary such as the names of holy books, names of artefacts</p> <p>The evidence you see of children's thinking – in what they are doing and saying</p> <p>How they use role play and small world resources linked to RE themes, for example:</p> <p>A group of children are playing in the role play area which has been set up as a house at Christmas. One child takes the role of mother reminding the children that they need to go to bed and go to sleep or Santa won't come.</p> <p>Another wraps presents talking about who they are for, "This one is for Nanna. I think she will like it."</p> <p>The role play area has been set up as a Hindu home, linked to Diwali; the children are preparing food and talking about what they will cook and why</p> <p>Two children are using small world resources to retell a religious story</p>	<p>Provide opportunities for discussions that enable children to make links, e.g. by broadening discussion of a particular festival into a discussion of special times</p> <p>Choose retellings of stories from faith traditions that are accessible to the children in your setting</p> <p>Make use of pictures and artefacts, puppets, story sacks, role play and small world when telling stories</p> <p>Try out approaches such as Godly Play, giving children opportunity to retell faith stories</p> <p>Remember young children find it hard to verbalise their thoughts; they need explicit teaching of the vocabulary of feelings and even then they may not be able to verbalise all thoughts</p> <p>Ensure you introduce children carefully to role play areas, include specific teaching on the rules of the religion, for example:</p> <p>In a Muslim home, rules regarding the Qur'an and food</p> <p>Choose retellings of stories from faith traditions that are accessible to the children in the setting</p> <p>Link vocabulary to the object, being aware of how faith communities would want artefacts, such as statues and holy books, to be handled or shown</p>	<p>Give time within routines/timetables for children to respond, remembering that it may take several days or even weeks for a child to fully absorb what they have seen/heard and feel confident to respond</p> <p>Give physical space for responses – small children work on a large scale</p> <p>Consider areas of continuous provision – are there opportunities for individual exploration of music, stories, speaking?</p> <p><i>Homing In</i> by Angela Wood is a useful resource when setting up a role play home</p> <p><i>Say Hello To...</i> from REtoday features 6 characters, one from each major world faith</p>